

# Texas Education Agency Standard Application System (SAS)

## 2017-2018 Perkins Reserve Grant

<b>Program authority:</b>	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>
<b>Grant Period:</b>	November 13, 2017, to August 31, 2018	
<b>Application deadline:</b>	5:00 p.m. Central Time, September 26, 2017	
<b>Submittal information:</b>	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2017 OCT 26 PM 1:31 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
<b>Contact information:</b>	Diane Salazar: <a href="mailto:diane.salazar@tea.texas.gov">diane.salazar@tea.texas.gov</a> ; (512) 936-6060	

### Schedule #1—General Information

#### Part 1: Applicant Information

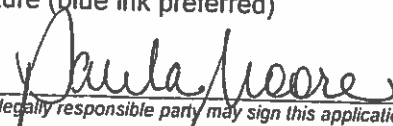
Organization name	County-District #	Amendment #	
Gainesville ISD	049901		
Vendor ID #	ESC Region #		
	11		
Mailing address		City	State
800 S Morris Street		Gainesville	TX
		ZIP Code	76240
<b>Primary Contact</b>			
First name	M.I.	Last name	Title
Reagan		Lynch	Grant Manager
Telephone #	Email address		FAX #
940-665-4362	<a href="mailto:rlynch@gainesvilleisd.org">rlynch@gainesvilleisd.org</a>		940-665-4473
<b>Secondary Contact</b>			
First name	M.I.	Last name	Title
Paula		Moore	Director of Human Resources and Federal Programs
Telephone #	Email address		FAX #
940-665-4362	<a href="mailto:pmoore@gainesvilleisd.org">pmoore@gainesvilleisd.org</a>		940.668.0354

#### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

#### Authorized Official:

First name Paula	M.I.	Last name Moore	Title Director of Federal Programs/Grantee Official
Telephone # 940.665.4362	Email address <a href="mailto:pmoore@gainesvilleisd.org">pmoore@gainesvilleisd.org</a>		FAX # 940.668.0354
Signature (blue ink preferred)		Date signed	

  
 Only the legally responsible party may sign this application.

10/25/17

701-17-103-102

**Schedule #1—General Information**

County-district number or vendor ID: 049901

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application. For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information		
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4	Request for Amendment	<input checked="" type="checkbox"/>	N/A
5	Program Executive Summary	N/A	<input checked="" type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 049901

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances. Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 049901

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 049901

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

#	Schedule #	Class/ Object Code	A	B	C	D
			Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 049901

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 049901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

GISD has implemented the Law and Public Safety CTE strand beginning the 2017-2018 school year. The development of this strand was due to the overwhelming interest of our students. GISD is also fortunate to have a strong partnership with North Central Texas College which offers coursework in Criminal Justice. With this partnership students will have the ability to participate in dual credit opportunities while in the high school setting and complete the coursework during their postsecondary work at NCTC.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 049901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

GISD will begin the coursework during the 2017-2018 school year by offering the Principals of Law, Public Safety, Corrections, and Security Law Enforcement Track. This course will focus on providing students instruction aligned to the Texas Essential Knowledge and Skills Chapter 130.332. Within this course students will be provided access to technology that will enhance their ability to examine the roles and responsibilities of police, courts, corrections, private security and protective agencies. Students will also be provided additional support through direct access to reference materials, equipment and supplies that will assist them in understanding the historical and philosophical development as well as utilizing for real life exposure to the jobs related to criminal law, identify roles of public safety professionals, identify roles and functions of the correctional system, private security and fire protection services. GISD will also create a simulation lab to provide students an opportunity to have a learning environment where they can explore job roles in an environment that models a police interrogation room, a court room, a corrections facility or an emergency services facility. This environment will allow students to have experiences and connect previous learning to real job experiences.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 049901

Amendment # (for amendments only):

Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)

Grant period: November 13, 2017, to August 31, 2018

Fund code: 244

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$0	\$0	\$0	\$19680
Schedule #8	Professional and Contracted Services (6200)	6200	\$1000	\$0	\$	\$500
Schedule #9	Supplies and Materials (6300)	6300	\$71000	\$0	\$	\$5000
Schedule #10	Other Operating Costs (6400)	6400	\$3000	\$0	\$	\$1000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$	\$0
Grand total of budgeted costs (add all entries in each column):			<b>\$75000</b>	<b>\$0</b>	<b>\$</b>	<b>\$21500</b>

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	

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**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 049901

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
<b>Academic/Instructional</b>					
1					
2	Educational aide	0	0	\$0	\$0
3	Tutor	0	0	\$0	\$0
<b>Program Management and Administration</b>					
4	Project director	0	0	\$0	\$1300
5	Project coordinator	0	0	\$0	\$930
6	Teacher facilitator	0	0	\$0	\$15000
7	Teacher supervisor	0	0	\$0	\$800
8	Secretary/administrative assistant	0	0	\$0	\$0
9	Data entry clerk	0	0	\$0	\$0
10	Grant accountant/bookkeeper	0	0	\$0	\$350
11	Evaluator/evaluation specialist	0	0	\$0	\$500
<b>Auxiliary</b>					
12	Counselor	0	0	\$0	\$600
13	Social worker	00	0	\$0	\$0
14	Community liaison/parent coordinator	0	0	\$0	\$0
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>					
15					
16					
17					
18					
19					
20					
<b>Other Employee Positions</b>					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24				\$	\$
Subtotal employee costs:				\$	\$19480
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
25	6112 Substitute pay			\$	\$200
26	6119 Professional staff extra-duty pay			\$	\$0
27	6121 Support staff extra-duty pay			\$	\$0
28	6140 Employee benefits			\$	\$0
29	61XX Tuition remission (IHEs only)			\$	\$0
30	Subtotal substitute, extra-duty, benefits costs			\$	\$200
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$	\$19680

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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By TEA staff person:

<b>Schedule #8—Professional and Contracted Services (6200)</b>			
County-district number or vendor ID: 049901		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
<b>Professional and Contracted Services Requiring Specific Approval</b>			
Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land		
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
<b>Professional and Contracted Services</b>			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1			
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$1000	\$1000
(Sum of lines a, b, and c) Grand total		\$1000	1000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #9—Supplies and Materials (6300)</b>			
County-District Number or Vendor ID: 049901		Amendment number (for amendments only):	
<b>Supplies and Materials Requiring Specific Approval</b>			
		<b>Grant Amount Budgeted</b>	<b>Match</b>
6300	Total supplies and materials that do not require specific approval:	\$71000	\$5000
<b>Grand total:</b>		<b>\$71000</b>	<b>\$5000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #10—Other Operating Costs (6400)</b>			
County-District Number or Vendor ID: 049901		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$3000	\$3000
<b>Grand total:</b>		<b>\$3000</b>	<b>\$3000</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 049901

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
<b>6669—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	\$
<b>66XX—Computing Devices, capitalized</b>					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
<b>66XX—Software, capitalized</b>					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>					
29			\$	\$	\$
<b>Grand total:</b>				<b>\$0</b>	<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 049901

Amendment # (for amendments only):

**Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	41	65%	
Limited English proficient (LEP)	3	5%	
Attendance rate	NA	%	
Annual dropout rate (Gr 9-12)	NA	%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	1	100%	Currently one teacher in program with 27 years field experience but first year as teacher.
6-10 Years Exp.		%	
11-20 Years Exp.		%	
20+ Years Exp.		%	
No degree		%	
Bachelor's Degree		%	
Master's Degree	1	100%	
Doctorate		%	

**Part 2: Students/Teachers To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										18	15	15	15	63

**Teachers**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										1	1	1	1	1 Teacher Currently serving all grade levels.

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By TEA staff person:

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 049901

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Gainesville ISD selected Gainesville High School for this grant and the newly created CTE program in law and public safety at the high school because of the high demand for law and public safety personnel in the State of Texas as well as the significant number of students that have enrolled in the first year of the program across grades 9-12. The law and public safety program was selected following a meeting of the GISD CTE Committee where the list of high demand occupations were reviewed for the level of demand across the state and region. While the demand is relatively low in region 25 it is high across the state. The law and public safety program fits with the occupation fields of Corrections and Jailer and Police and Sheriff. Each of those occupations on the TWC top 25 in Demand Occupations list for the Texoma region rank at numbers 9 and 16 respectively.

The district then consulted with North Central Texas College (NCTC), our primary partner on CTE and dual credit courses, and together we determined that the law and public safety program meets a need across the state, provides a pathway for Gainesville students into college, careers, or the military, and upward economic mobility. Additional consultations with the Workforce Development Board of Texoma agreed with the district and NCTC regarding future career opportunities across the state. An analysis shows that students with a law and public safety background have a wide range of career options beyond typical law enforcement roles including private security and private investigation. The law and public safety program was prioritized as our top need for this grant program based on the enrollment data for 2017-2018, the fact that the program is new, the demand for the program from students, and projected enrollment for 2018-2019 and 2019-2020 in the program.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 049901

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Additional technology resources that allow students to complete research regarding planning, managing and providing legal services, public safety, protective services and homeland security.	Additional technology resources will provide 1:1 access of students so that all students are provided the instructional opportunities needed to examine the roles and responsibilities of police, courts, corrections, private security and protective agencies. These resources will allow students to participate in extended learning experiences that will assist the students in formulating ideas, proposals and solutions to problems in the career field, explore measures for safe and healthful working conditions in law and public safety and analyze roles and functions within law and public safety.
2.	Additional reference materials related to the Law, Public Safety, Corrections and security that allow students research and gain understanding of the different roles within legal services, public safety, protective services and homeland security.	Providing students with additional reference materials such as law books, procedure manuals will assist students in their ability to understand the historical and philosophical development of criminal law, identify roles of public safety professionals, identify roles and functions of the correctional system, private security, fire protection services.
3.	Additional equipment and supplies to provide students with direct experiences related to Public Safety, Corrections and security that allow students research and gain understanding of the different roles within legal services, public safety, protective services and homeland security.	Providing students with access to the equipment related to these job fields will result in students having real life experiences with the tools and equipment. This experience will allow the students to not only identify the equipment, but they will be able to explain the uses, and demonstrate by utilizing the equipment.
4.	Additional equipment and supplies that assist in creating a <b>Simulation Lab</b> aligned to Law, Public Safety, Corrections, protective services and homeland security. The Lab will allow students to experience learning in an environment that is aligned to area of study.	A Simulation lab will provide students an opportunity to have a learning environment where they can explore job roles in an environment that models a police interrogation room, a court room, a corrections facility or an emergency services facility. This environment will allow students to have experiences and connect previous learning to real job experiences.
5.		

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #14—Management Plan**

County-district number or vendor ID: 049901

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Assistant Superintendent of C/I	15 years' experience; Master's Degree in Education; SBEC Principal Certification
2.	GHS Campus Principal	10 Years' experience; Master's Degree in Education; SBEC Principal Certification
3.	Campus Instructor	27 Years Law Enforcement Experience, retired sergeant; TECLOSE Certified Instructor, Master's Degree Behavioral Science-Sociology
4.	Director of Federal Programs	23 years' experience; Master's Degree in Education; SBEC Principal Certification
5.	Grant Writer	8 years' experience; Master's Degree

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Purchase computers for 1:1 implementation	1. Obtain Quote for Purchase	12/04/2017	12/09/2017
		2. Submit Purchase Order for Approval and Place Order	12/11/2017	12/15/2017
		3. Installation of Computers	1/11/2018	1/15/2018
		4.		
		5.		
2.	Purchase reference materials.	1. Develop List of Reference Materials Needed	12/04/2017	12/09/2017
		2. Submit Purchase Order for Approval and Place Order	12/11/2017	12/15/2017
		3. Begin Utilizing Reference Materials for Instructional Purposes	1/08/2018	5/31/2018
		4. Document utilization of reference materials in Lesson Plans.	1/08/2018	05/31/2018
		5.		
3.	Purchase equipment and supplies.	1. Develop List of Reference Materials Needed	12/04/2017	12/09/2017
		2. Submit Purchase Order for Approval and Place Order	12/11/2017	12/15/2017
		3. Begin Utilizing Equipment and Supplies for Instructional Purposes	01/8/2018	05/31/2018
		4. Document utilization of reference materials in Lesson Plans.	1/08/2018	05/31/2018
		5.		
4.	Create Simulation Lab	1. Develop list of equipment and supplies need for Lab	12/04/2017	12/09/2017
		2. Submit Purchase Order for Approval and Place Order	12/11/2017	12/15/2017
		3. Begin Utilizing Simulation Lab for Instruction.	1/16/2018	05/31/2018

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5.	4.			
	5.			
	1.		XX/XX/XXXX	XX/XX/XXXX
	2.		XX/XX/XXXX	XX/XX/XXXX
	3.		XX/XX/XXXX	XX/XX/XXXX
	4.		XX/XX/XXXX	XX/XX/XXXX
	5.		XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

#### Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 049901

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

GISD currently documents activities within the campus and district improvement plans. The plans outline the specific activities, persons responsible, timelines, assessment of activity and monitoring. The plans are created at the campus level, approved by the campus leadership team and by the Campus Site Based Teams as well as reviewed by the District Leadership Team. Plans are monitored throughout the school year to determine if activities have been met, are in progress or if changes need to be made. If changes are needed, the campus leadership team determines what changes need to occur and they develop new activities, assessments and monitoring. Updates to the plan are communicated to the campus staff and approved by the Campus Site Based Team.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 049901

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Campus and District Improvement Plans	1.	Monitoring of Planned Activities by the Campus and District Leadership Team.
		2.	Monitoring of activities by the Campus and District Site Based Team
		3.	
2.	Graduation Plans	1.	Development of Graduation Plans for all students by campus counselors
		2.	Approval of Graduation Plans for all students by parents and students.
		3.	Review of Graduation Plans by Campus and District Leadership
3.	Review of Student Attendance and Assessment Data	1.	Review of Student Attendance is completed weekly by campus and district leadership.
		2.	Quarterly review of student assessment data is completed quarterly through campus and district data review meetings.
4.	Review of Enrollment Data into Law and Public Safety Courses	1.	Review enrollment data as part of the end of year needs assessment process.
		2.	
		3.	
5.	Review of Requests for future courses needed to expand the CTE Sequence	1.	Review the course requests associated with CTE Strand to determine future needs in courses.
		2.	
		3.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 049901

Amendment # (for amendments only):

**TEA Program Requirement 1:** Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Gainesville ISD has a strong relationship with our local workforce development board, Workforce Solutions Texoma. Utilizing the list of high demand occupations provided by the Texas Workforce Commission we consulted with the workforce development board and also looked at enrollment data for the first year of our Law and Public Safety program. The workforce development board confirmed that Corrections and Police are ranked ninth and sixteenth (respectively) for our region. The workforce development board was able to connect us with the correct person at North Central Texas College, our higher education partner, and they were able to help us design a program of study that leads to a certificate and/or an associate's degree for our students in the field of criminal justice.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 049901

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students' progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Gainesville ISD students who select law and public safety as a CTE endorsement will complete the following courses in addition to courses in the foundation plan.

A. Principles of Law, Public Safety, Corrections, and Security

Law Enforcement Track

1. Law Enforcement 1 (dual credit at NCT)

2. Law Enforcement 2 (dual credit at NCTC)

Fire Fighting Track

1. Fire Fighter 1

2. Fire Fighter 2

B. Court Systems and Practices; or

C. Practicum in Law, Public Safety, Corrections, and Security

This course sequence will be revised once our MOU is in place with NCTC and appropriate dual credit courses have been established. NCTC has submitted a crosswalk as part of this application that shows how a student can earn a Certificate in Criminal Justice leading to an Associate degree.

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**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Grade Level	College Courses	High School Courses (2017-2018 CTE TEKS)	Law Enforcement Certificate Crosswalk
9th Grade	No options at this time	Principles of Law Enforcement	All of the courses in the Law Enforcement Certificate have an online option except for the Law Enforcement electives.  **Courses are college credit and go toward the following industry recognized credentials: Level 1
10th Grade	Fall: CRIJ 1301 Introduction to Criminal Justice (online course)	Law Enforcement I	
	Spring: CRIJ 1306 Court Systems & Practices (online course)	Court Systems & Practices	
11th Grade	Fall: CRIJ 2313 Correctional Systems & Practices (online course) CJSA 1317 Juvenile Justice System (online course)	Correctional Services	
	Spring: CJSA 1348 Ethics in Criminal Justice (online course) CJSA 1342 Criminal Investigation (online course)	Criminal Investigation	
12th Grade	Fall: Sociology 1301 (online) Or additional Criminal Justice Courses		
	Spring: PSYC 2301 (online) Or additional Criminal Justice Courses		

Certificate  
Associate Degree Applied Science (AAS)

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 049901

Amendment # (for amendments only):

**TEA Program Requirement 4:** Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

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Gainesville ISD will be enlisting the following partners to carry out this grant. Gainesville ISD Police Department, Gainesville Police Department, Cooke County Sheriff's Office, Cooke County District Attorney's Office, Cooke County Attorney's Office, Cooke County EMS, Cooke County Emergency Management, and North Central Texas College.

**TEA Program Requirement 5:** Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Gainesville ISD will be working with the Gainesville ISD Police Department, Gainesville Police Department, Cooke County Sheriff's Office, Cooke County District Attorney's Office, Cooke County Attorney's Office, Cooke County EMS, and Cooke County Emergency Management to provide students with regular industry experiences in law and public safety. These include staging various scenes at the high school to train students on investigation and emergency response, preparing students to serve as Student Security Officers at district activities, allowing students to monitor 9-1-1 calls, assisting with running a mock 9-1-1 center to provide students hands on experience with taking emergency calls, and circulating law enforcement and emergency management professionals into the classroom to make presentations and engage in discussions with students. GISD will also be establishing a Junior Police Academy with the help of the GISD Police Department. AS part of the practicum course students will also hold internships with industry partners.

#### Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 049901

Amendment # (for amendments only):

**TEA Program Requirement 6:** Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

GISD will continue to utilize the process of reviewing the Campus Improvement Plans each semester to determine if activities defined within the plan are met, in progress or needs adjusting. The Campus and District Leadership teams will monitor and review all activities defined within both the district and campus plans to determine if the activities defined in this grant have been met, in progress or need revising. The data collected from the monitoring is noted in the plans and presented to the Campus and District Leadership teams as well as to the Campus and District Site Based Teams. GHS counselors and Campus administrators will work to complete graduation plans for all students. A specific review of student completion of courses related to this CTE strand will be conducted and presented to campus and district leadership at the end of the year. Review of student assessment data is conducted at the 3 week, 6week and 9 week intervals. Data review meetings are conducted with campus and district leadership to review student progress and determine needed interventions. GISD Counselors and Administrators review current and projected enrollment numbers as well as conduct interest surveys to determine the needs regarding needed courses for the next semester or year.

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 049901

Amendment # (for amendments only):

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**TEA Program Requirement 7:** List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

The GISD and North Central Texas College partnership has developed a course of study that will allow a student to complete an Associates degree in Criminal Justice. Students can begin the course of study by taking courses identified in the CTE Coherent Sequence of Courses along with dual credit courses. Upon completion of high school the students will then transition to complete the necessary coursework at North Central Texas College. All students in the law and public safety CTE cluster will also have the opportunity to earn a Certificate in Law Enforcement at North Central Texas College, with the courses in the certificate counting toward an associate or bachelor degree. GISD continues to work with our partners to identify and develop other pathways to postsecondary work and degrees in the area of Law and Public Safety.

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 049901

Amendment # (for amendments only):

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**TEA Program Requirement 8:** Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.  
**Applicants applying for Focus Area 4 must address this question.**

GISD is dedicated to providing our students access to CTE programs that will assist them with course work that will lead to post-secondary attendance at a Junior College, University or Technical School. Great student interest has been identified for the Law and Public Safety strand. We have also a great interest by the local law enforcement and safety agencies to employ and hire those who are located in our area. The agencies are committed to supporting our students as they progress through the coursework identified in the Law and Public Safety CTE strand. These grant funds will assist us in providing additional supports and experiences to enrich their learning and their interests in continuing with dual credit and postsecondary coursework and completion.

**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 049901

Amendment number (for amendments only):

**For TEA Use Only**

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No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 049901

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 049901

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 049901

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 049901

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 049901

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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